



ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2004-05

22301 S. Hawes, Queen Creek, AZ 85242

Queen Creek Unified District

Arizona's report cards have been revised to include requirements in the federal No Child Left Behind Act, such as Adequate Yearly Progress and the disaggregation of student level data into required subgroups.

AZ LEARNS¹

Elementary Achievement Profile (a)

2003-04 Performing
2002-03 Performing
2001-02 Improving

(a) For additional information, please refer to Achievement Profiles Page near end of document.

School Overview

Principal/Administrator : Mr. Bill Schultz
Schedule : 8:00 AM to 4:00 PM
Grades : Pre-K-5
2004 Enrollment : 474
Web Address : www.qcusd.org/dme/
Phone Number : (480) 987-5912
Fax Number : (480) 987-5914
E-mail : bschultz@qcusd.org

Mission

Desert Mountain Elementary strives for excellence in education, which allows students to achieve their individual potential. We recognize that all children learn differently and we teach to those differences. Desert Mountain fosters love of learning.

No Child Left Behind

Adequate Yearly Progress (b)

2003-04 Met
2002-03 Met
2001-02 N/A

School Improvement Status (b)

2003-04 N/A
2002-03 N/A
2001-02 N/A

(b) For additional information, please refer to the AYP page in this report card.

School / Academic Goals

- ü Desert Mountain will improve reading, writing and math literacy by raising the scores on standardized testing and the AIMS tests.
- ü The staff of Desert Mountain Elementary will increase parent involvement. We realize that parents are instrumental to the success of each individual student and the success of the school as a whole.

Enrollment

October 1, 2003 School Year Student Enrollment : 356
Accepting New Students in 2004-05 Under Open Enrollment Law : ² Yes
Number of Students Attending Under Open Enrollment in 2003-04 : 54

Instructional Programs

- ü Gifted Program
- ü On-site Special Education
- ü ELL Program
- ü Tutoring
- ü Title I Reading Program
- ü Tuition based All Day Kindergarten
- ü Inclusion Early Intervention Preschool

Calendar Information

Number of Instruction Days :	178
Average Daily Instruction Time :	6 hours 35 minutes
First Day of School :	7/28/2004
Last Day of School :	5/26/2005

Shared Responsibilities

School

Desert Mountain Elementary assures parents that their children are provided a safe learning environment with high academic standards and that each individual student's needs are met. Parental communication is a key component of this responsibility.

Parents

It is the responsibility of parents to become involved with school goals and support their children in completing homework so that their children have a better opportunity to become successful students.

Transportation Policy

Queen Creek Unified School District provides transportation to and from school for all students residing within the Desert Mountain Elementary boundary area. This includes special needs students, after school activities and field trips.

School Honors

Awards or Special Recognition Received By the School, Staff or Students

Award/Honor	Year
ü 5 Students Chosen for We the People Leadership	2003
ü First Grade State Poetry Contest Winner	2000
ü 7 Students Published Poetry in The Red Dot	2002
ü 4 Students Published in A Celebration of Young Poets	2001

Arizona's Instrument to Measure Standards (AIMS) Results 2003-04 ³

3rd Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	71	199	75509	100	100	100	574	553	521	4	4	13	12	19	23	21	25	33	63	52	31
All Students (Prior Year)	41	133	75372	98	85	100	555	544	523	2	3	9	10	19	25	37	32	36	51	45	30
Female	34	100	37013	100	100	100	587	556	522	0	2	12	13	23	24	16	19	33	72	56	31
Male	37	99	38430	100	100	99	562	550	521	8	7	14	11	15	22	25	31	33	56	48	31
African American	--	NC	3660	--	NC	99	--	NC	496	--	NC	24	--	NC	31	--	NC	28	--	NC	18
Hispanic	NC	47	30486	NC	100	99	NC	525	505	NC	7	18	NC	33	29	NC	19	32	NC	41	21
Asian/Pacific Islander	NC	NC	1780	NC	NC	98	NC	NC	549	NC	NC	5	NC	NC	13	NC	NC	33	NC	NC	50
American Indian/Alaskan Native	--	NC	4075	--	NC	100	--	NC	486	--	NC	28	--	NC	34	--	NC	26	--	NC	12
White	62	143	35192	100	100	99	578	560	534	3	4	8	11	16	19	23	25	35	63	55	39
Students with Disabilities	NC	18	9708	NC	100	100	NC	523	489	NC	23	32	NC	0	27	NC	38	24	NC	38	17
Students without Disabilities	65	181	65801	100	100	98	579	555	525	2	3	11	13	21	23	22	24	34	63	53	33
Limited English Proficient Students	NC	21	16928	NC	100	100	NC	456	485	NC	50	29	NC	50	33	NC	0	26	NC	0	12
Migrant Students	NC	18	750				NC	514	499	NC	25	21	NC	25	29	NC	13	30	NC	38	20
Economically Disadvantaged	--	NC	36411				--	NC	503	--	NC	19	--	NC	29	--	NC	32	--	NC	20
Non-Economically Disadvantaged	71	196	39040				574	554	534	4	5	8	12	18	19	21	25	34	63	52	39

Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	71	199	75492	100	100	100	554	540	519	3	3	12	3	12	16	45	47	47	48	38	24
All Students (Prior Year)	42	133	75221	100	85	100	535	534	523	0	1	8	15	14	16	56	57	56	29	28	21
Female	34	100	37014	100	100	100	565	546	523	3	3	10	3	10	15	44	47	48	50	39	27
Male	37	99	38400	100	100	99	544	533	516	3	2	14	3	14	17	47	47	47	47	36	21
African American	--	NC	3665	--	NC	99	--	NC	505	--	NC	20	--	NC	22	--	NC	43	--	NC	14
Hispanic	NC	47	30438	NC	100	99	NC	529	508	NC	8	17	NC	8	21	NC	50	47	NC	35	15
Asian/Pacific Islander	NC	NC	1773	NC	NC	98	NC	NC	534	NC	NC	4	NC	NC	10	NC	NC	50	NC	NC	36
American Indian/Alaskan Native	--	NC	4081	--	NC	100	--	NC	498	--	NC	25	--	NC	26	--	NC	40	--	NC	8
White	62	143	35177	100	100	99	554	542	528	3	2	8	3	13	13	48	45	49	46	40	31
Students with Disabilities	NC	18	9707	NC	100	100	NC	549	495	NC	0	33	NC	11	21	NC	33	33	NC	56	13
Students without Disabilities	65	181	65785	100	100	98	553	539	522	3	3	10	3	12	16	48	48	49	46	37	26
Limited English Proficient Students	NC	21	16905	NC	100	100	NC	478	489	NC	50	34	NC	0	28	NC	50	32	NC	0	6
Migrant Students	NC	17	763				NC	519	499	NC	13	21	NC	0	30	NC	75	40	NC	13	8
Economically Disadvantaged	--	NC	36302				--	NC	507	--	NC	18	--	NC	21	--	NC	46	--	NC	14
Non-Economically Disadvantaged	71	195	39164				554	540	528	3	3	8	3	12	13	45	47	48	48	38	31

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	70	198	75053	100	100	99	648	627	597	0	3	7	8	10	12	77	75	72	15	12	9
All Students (Prior Year)	42	127	73654	100	81	99	544	536	530	2	5	9	17	13	13	66	77	70	15	6	7
Female	34	100	36872	100	100	99	658	644	621	0	3	5	6	8	9	78	74	74	16	15	12
Male	36	98	38109	100	100	99	638	610	573	0	2	10	9	13	14	76	76	69	15	9	6
African American	--	NC	3636	--	NC	99	--	NC	568	--	NC	12	--	NC	16	--	NC	67	--	NC	6
Hispanic	NC	47	30235	NC	100	98	NC	597	575	NC	4	9	NC	15	14	NC	77	70	NC	4	6
Asian/Pacific Islander	NC	NC	1768	NC	NC	98	NC	NC	651	NC	NC	3	NC	NC	5	NC	NC	72	NC	NC	19
American Indian/Alaskan Native	--	NC	4044	--	NC	99	--	NC	550	--	NC	13	--	NC	17	--	NC	66	--	NC	4
White	61	142	35028	100	100	99	650	635	613	0	2	6	7	10	10	79	74	73	15	14	11
Students with Disabilities	NC	17	9625	NC	100	100	NC	646	530	NC	0	21	NC	0	21	NC	90	55	NC	10	4
Students without Disabilities	65	181	65428	100	100	98	644	626	604	0	3	6	8	11	11	78	74	73	14	12	10
Limited English Proficient Students	NC	21	16765	NC	100	100	NC	483	525	NC	0	17	NC	100	20	NC	0	60	NC	0	2
Migrant Students	NC	17	752				NC	619	562	NC	0	9	NC	13	18	NC	88	68	NC	0	5
Economically Disadvantaged	--	NC	36077				--	NC	566	--	NC	10	--	NC	16	--	NC	69	--	NC	5
Non-Economically Disadvantaged	70	194	38950				648	628	618	0	3	5	8	10	9	77	74	73	15	12	12

NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Arizona's Instrument to Measure Standards (AIMS) Results 2003-04 ³

5th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	67	214	76019	100	100	100	509	513	499	5	4	14	37	39	39	24	14	14	35	43	33
All Students (Prior Year)	53	195	76230	100	100	100	497	507	498	9	10	12	47	34	38	17	14	12	26	42	37
Female	31	102	37207	NA	100	100	508	510	499	7	3	12	43	41	41	17	14	14	33	41	33
Male	36	112	38677	100	100	100	510	516	498	3	4	15	30	37	38	30	14	13	36	45	34
African American	--	NC	3817	--	NC	100	--	NC	475	--	NC	23	--	NC	47	--	NC	11	--	NC	18
Hispanic	12	65	29458	100	100	100	465	498	480	30	8	20	40	51	48	10	6	12	20	35	20
Asian/Pacific Islander	NC	NC	1673	NC	NC	99	NC	NC	531	NC	NC	4	NC	NC	29	NC	NC	14	NC	NC	53
American Indian/Alaskan Native	--	NC	4735	--	NC	100	--	NC	466	--	NC	28	--	NC	49	--	NC	10	--	NC	13
White	54	142	35880	NA	100	100	517	520	515	0	1	7	37	34	32	27	17	16	37	47	45
Students with Disabilities	NC	18	9786	NC	100	100	NC	501	457	NC	0	39	NC	63	40	NC	13	7	NC	25	13
Students without Disabilities	62	196	66233	100	100	99	510	514	503	5	4	11	35	38	39	24	14	14	35	44	35
Limited English Proficient Students	NC	20	15206	NC	80	100	NC	456	459	NC	17	31	NC	83	53	NC	0	7	NC	0	9
Migrant Students	NC	28	745				NC	495	473	NC	11	22	NC	53	53	NC	5	11	NC	32	15
Economically Disadvantaged	--	NC	35714				--	NC	480	--	NC	20	--	NC	47	--	NC	12	--	NC	20
Non-Economically Disadvantaged	67	211	40266				509	513	513	5	4	9	37	39	33	24	14	15	35	43	43

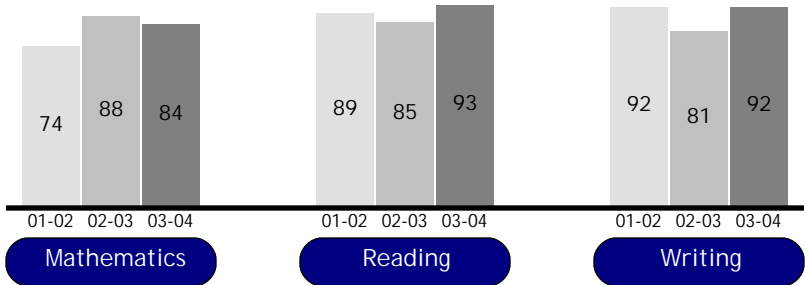
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	67	214	76020	100	100	100	507	506	503	6	10	25	25	24	23	57	54	40	11	12	12
All Students (Prior Year)	53	194	76202	100	100	100	507	504	505	8	16	19	22	23	24	56	49	46	14	11	11
Female	31	102	37213	NA	100	100	508	506	504	7	9	22	30	27	23	47	54	42	17	10	13
Male	36	112	38666	100	100	100	506	507	501	6	11	29	21	22	22	67	54	38	6	14	12
African American	--	NC	3819	--	NC	100	--	NC	494	--	NC	37	--	NC	26	--	NC	31	--	NC	6
Hispanic	12	65	29442	100	100	99	495	502	494	20	12	37	40	31	26	40	53	31	0	4	6
Asian/Pacific Islander	NC	NC	1672	NC	NC	99	NC	NC	513	NC	NC	12	NC	NC	19	NC	NC	49	NC	NC	20
American Indian/Alaskan Native	--	NC	4735	--	NC	100	--	NC	489	--	NC	48	--	NC	25	--	NC	24	--	NC	3
White	54	142	35890	NA	100	100	509	508	511	4	8	15	23	22	20	60	55	48	13	15	18
Students with Disabilities	NC	18	9784	NC	100	100	NC	495	485	NC	13	58	NC	63	19	NC	25	19	NC	0	4
Students without Disabilities	62	196	66236	100	100	99	507	507	504	6	10	23	24	23	23	58	55	42	11	12	13
Limited English Proficient Students	NC	20	15198	NC	80	100	NC	481	483	NC	50	59	NC	33	25	NC	17	14	NC	0	1
Migrant Students	NC	28	743				NC	502	488	NC	11	50	NC	37	28	NC	47	19	NC	5	3
Economically Disadvantaged	--	NC	35703				--	NC	494	--	NC	37	--	NC	26	--	NC	31	--	NC	6
Non-Economically Disadvantaged	67	211	40274				507	506	509	6	10	17	25	24	20	57	54	47	11	12	17

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	67	214	75673	100	100	100	581	563	530	10	10	12	14	19	25	65	64	58	11	7	4
All Students (Prior Year)	53	192	74692	100	100	99	524	511	502	6	11	18	22	29	27	59	49	47	14	11	8
Female	31	102	37099	NA	100	100	620	588	548	7	7	8	10	14	22	63	69	64	20	10	6
Male	36	112	38441	100	100	99	545	540	513	12	13	16	18	24	29	67	60	52	3	4	3
African American	--	NC	3791	--	NC	99	--	NC	506	--	NC	18	--	NC	29	--	NC	50	--	NC	3
Hispanic	12	65	29305	100	100	99	545	533	507	0	8	16	40	29	31	60	61	51	0	2	2
Asian/Pacific Islander	NC	NC	1665	NC	NC	99	NC	NC	573	NC	NC	6	NC	NC	16	NC	NC	67	NC	NC	10
American Indian/Alaskan Native	--	NC	4707	--	NC	100	--	NC	492	--	NC	19	--	NC	33	--	NC	46	--	NC	1
White	54	142	35760	NA	100	99	588	574	550	12	11	9	10	15	21	65	65	64	13	9	6
Students with Disabilities	NC	18	9706	NC	100	100	NC	536	462	NC	0	36	NC	29	32	NC	71	31	NC	0	1
Students without Disabilities	62	196	65967	100	100	99	582	564	536	10	10	10	15	19	25	65	64	60	11	7	5
Limited English Proficient Students	NC	20	15115	NC	80	100	NC	402	471	NC	50	26	NC	33	38	NC	17	35	NC	0	1
Migrant Students	NC	28	738				NC	535	488	NC	5	23	NC	26	33	NC	68	43	NC	0	1
Economically Disadvantaged	--	NC	35541				--	NC	504	--	NC	17	--	NC	31	--	NC	50	--	NC	2
Non-Economically Disadvantaged	67	211	40091				581	563	550	10	10	9	14	19	21	65	64	64	11	7	6

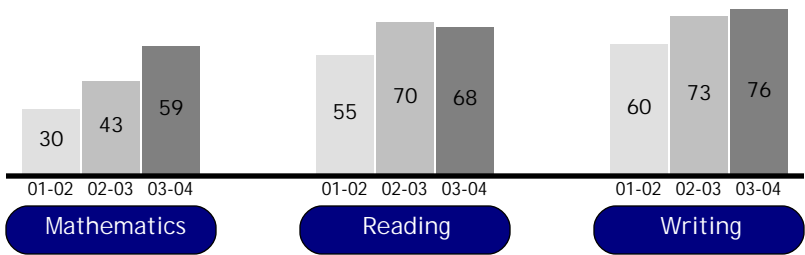
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Recent Trends in Student Proficiency on the State Standards (AIMS Test)

3rd Grade Proficiency



5th Grade Proficiency



The graph includes the percentage of students that met or exceeded the standards. NC = Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC.

The table below shows the schools that met or did not meet based on federal AYP requirements. To meet AYP for the year, all applicable goals must be met. If Adequate Yearly Progress (AYP) is different from the AYP Determination Page, it is due to an appeal and the underlying data is not changed.

AYP Determination	Met Percent Tested?	Y
	Met Test Objectives?	Y
	Met Attendance Rate?	Y
	Met Graduation Rate?	Not Evaluated
	Made AYP?	Yes

Glossary:

Adequate Yearly Progress

A measure of school performance as mandated by the federal government in the No Child Left Behind. AYP holds schools accountable for the performance of subgroups, as well as all students. AYP measures school toward the goal of having 100 percent of all students proficient in state standards for reading and math by 2013-14.

Met Percent Tested:

The school or district tested at least ninety-five percent (95%) of its students enrolled at the time of the test administration. Schools and districts must test at least 95 percent of their student in order to make AYP.

Met Test Objectives:

The percentage of students in the school or district that demonstrate proficiency in state standards by passing the AIMS test meets or exceeds the goal for that year. No Child Left Behind requires that Arizona set goals, called Annual Measurable Objectives, for the percentage of students passing AIMS for all public schools and districts in the state. The goals increase over time toward 100 percent passing by 2014. To meet the test objectives, every subgroup in the school must meet the Annual Measurable Objective.

Met Attendance Rate:

The school or district had an attendance rate of at least 94 percent over the first 100 days of the academic year. Schools and districts not serving high school students must have an attendance rate of 94 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

Met Graduation Rate:

The school or district had a four-year graduation rate of 71 percent or greater. School or districts granting a high school diploma must have a graduation rate of 71 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

School Improvement - Year 1:

Schools that have not made adequate yearly progress for two consecutive years are required to be identified for school improvement. These schools must write a school improvement plan, set aside funds for teacher training, implement the plan and offer Public School Choice (transportation) to the parents of all students attending the school.

School Improvement - Year 2:

Schools that have not made adequate yearly progress for three consecutive years are identified for school improvement for the second year. These schools must continue the school improvement requirements from Year 1. In addition, they must offer Supplemental Educational Services (tutoring) to the parents of eligible students attending the school.

Corrective Action:

Schools that have not made adequate yearly progress for four consecutive years are identified for Corrective Action. These schools must continue the school improvement requirements from Year 2. In addition, the district or charter holder must implement one corrective action from a list of six possible actions as stated in the No Child Left Behind Act of 2001.

For More Information on AYP, visit our website at www.ade.az.gov/azlearns and go to NCLB link

Stanford Achievement Test, Ninth Edition (SAT-9) Results

Stanford 9 Percentile Rank Scores

Grade	Content Area	2001-2002				2002-2003				2003-2004			
		%	Score	D	AZ	%	Score	D	AZ	%	Score	D	AZ
2	Reading	100	61	59	44	100	73	63	50	94	75	NA	58
	Language	100	57	51	39	100	66	54	43	100	66	57	50
	Mathematics	100	74	71	52	100	77	69	57	95	77	69	64
3	Reading	98	62	66	43	100	67	65	47	100	68	NA	55
	Language	98	66	68	50	98	69	68	54	100	66	70	61
	Mathematics	99	63	71	50	100	74	72	54	100	81	79	61
4	Reading	93	59	59	47	100	67	65	52	100	77	NA	56
	Language	93	53	53	45	100	64	59	48	100	66	63	52
	Mathematics	98	57	61	52	100	73	73	57	100	75	77	61
5	Reading	92	47	50	46	100	67	58	50	100	68	NA	55
	Language	90	46	48	43	100	58	49	46	100	60	60	49
	Mathematics	98	56	62	54	100	60	63	57	100	72	73	63

The Stanford 9 is a standardized, norm-referenced test. Since 1999, all students in grades 2 through 9 have been tested in Reading, Mathematics and Language. The percentage (%) of eligible students tested and the school's percentile ranks are listed above. State average percentile ranks for Arizona and District are provided for comparison. Note that the average percentile ranks for the nation are 50 for all content areas in all grades. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten students have been replaced with NC (not calculated) to protect student privacy. Some columns contain dashes (-) to indicate "no data available."

School Site Council

Council Composition

- 1 School Administrator(s)
- 1 Non-certified Employee(s)
- 4 Teacher(s)
- 4 Parent(s)
- 2 Community Member(s)
- 0 Student(s)

Council Duties

- ü School Improvement
- ü School Safety Issues
- ü Parent/Educator Relations
- ü Textbook Selection
- ü Extracurricular Activities
- ü Technology Planning

Staffing Information for School Year 2004-05

Position

Number

Position

Number

Administrator	1.00	Teacher	22.50
Other Professional Staff	3.00	Teacher Aide	4.00

Years of Teaching Experience for School Year 2004-05

Experience

Bachelor's

Master's

Doctorate

Other

3 or fewer years	2	0	0	0
4 to 6 years	10	0	0	0
7 to 9 years	2	0	0	0
10 or more years	3	5	0	0

Highly Qualified (NCLB) & Core Academics

Core academic teachers meeting the definition of Highly Qualified (NCLB): 17

Core academic classes taught by Highly Qualified (NCLB) teachers. 32

Teachers with Emergency Certificaton. 0

Resources Available at School Site

Special Facilities

- ü Computer Lab
- ü Multipurpose Room with Stage
- ü Library
- ü Art Room

Extracurricular Activities

- ü Chorus
- ü Video Broadcasting Club
- ü Intramural Sports
- ü After School Tutoring
- ü Games Club

Social Services

- ü Latchkey Kids - Before School Program
- ü Latchkey Kids - After School Program
- ü Recreational Activities
- ü Clothing/Food Banks
- ü School Day Counseling Services
- ü PTO Functions and Events (CoyoteFest)

Indicators of Success Based on Historical Data from 2003-04

School Achievements/Accomplishments 2003-04

- ü Math, language, reading, social studies and science curriculum have been aligned with the Arizona Academic Standards. Young Author's Week, Poetry Contest and Math/Science Fair are opportunities for students to showcase their growth in these areas.
- ü Stanford 9 test scores continue to improve for the 5th year in a row, with 2nd grade receiving special recognition for achieving above the 90th percentile. Accelerated Reader is a program used to enhance our basic reading program.
- ü AIMS test scores are also improving with special recognition going to 3rd Grade for greater than 90% of their students meeting and exceeding the standards in reading and writing. Greater than 80% met or exceeded the standards in mathematics.

Student Activity Rates for School Year 2003-04

		Arizona		
		% K-6	% 7-8	% 9-12
Attendance Rate ⁴	93	95	93	95
Transfers Out ⁵	--	21	20	24
Transfers In ⁶ (Within District)	--	2	2	2
Transfers In ⁷ (Out of District)	--	10	9	9
Promotion Rate ⁸	--	98	98	94
Retention Rate ⁹	--	1	1	5
Dropout Rate ¹⁰	--	NA		3
Status Unknown ¹¹	--			2
Graduation Rate ¹²	--			77

NA = Dropout Rate, status unknown and graduation rate does not apply to K-8. Dashes (--) = data not verified or school did not submit data.

Measure of Academic Progress

% of Students Achieving One Year's Growth		
	Reading	Math
Grades 2-3	50	53
Grades 3-4	65	73
Grades 4-5	62	56

Arizona's Measure of Academic Progress (MAP) is an indicator of student academic growth from one year to the next. The results are based on the Stanford Achievement Test, Ninth Edition (Stanford 9), given in 2003-04. MAP includes only those students who were tested both years in consecutive grade levels at the same school or who started the school year in the same school in which they were tested in 2004. A student achieves One Year's Growth (OYG) if he or she remains in the same Stanine or advances a Stanine from one year to the next. There are two exceptions to this growth: 1) Students who begin in stanine 9 and move to stanine 8 will make OYG and 2) Students that stay in stanine 1 from one year to the next will not make OYG. The percentage of students achieving OYG at the school is reported above.

NC = Not Calculated (less than 10 matches) Dashes (--) = No Data Available

Stanines are normalized standard scores that range from a low of 1 to a high of 9, with 5 designating average performance. National Stanines, like National Percentile Ranks, indicate a student's relative standing in the national norm group (Source: Harcourt Educational Measurement).

School Safety

School-level Efforts to Ensure a Safe and Healthy Learning Environment

Desert Mountain Elementary is proud of the safe and orderly climate on its campus. This has been accomplished by the implementation of positive class and school discipline plans. Students have many chances to receive recognition for good deeds. Students at Desert Mountain are motivated to perform by their own internal drive and a school wide incentive programs that comprehensively addresses academics, behavior and overall development.

Total number of incidents that occurred on the school grounds that required the intervention of local, state or federal law enforcement (A.R.S.15-746.6) :

0

The Arizona Attorney General's Office has a hotline that allows students to report suspicious activities at schools and to get help with potentially violent situations, such as bullying, harassment, hate crimes, discrimination and gangs. The toll-free number, 1-877-900-1086, is anonymous and available 24 hours a day.

Contacts

	Name	Phone Number
School Site Council	Bill Schultz	(480) 987-5912
Transportation Policy	Edd Hennerley	(480) 987-5982
Community Resources	Maria Silva	(480) 987-5991
School Nutrition Programs	Sue Marrufo	(480) 987-5983
Parent Organization	Eric Ames	(480) 987-5912
Student Health/Nurse	Andra McConnell	(480) 987-5904

The Arizona School Report Card was prepared by the Arizona Department of Education using a standardized format to combine information provided by the local school with data compiled from state records. Each school has special strengths and needs, and all schools benefit from the active involvement of parents in their children's education. If you have questions about the report card or need more information, contact the school office. Arizona School Report Cards can be found for all schools at www.ade.az.gov/srcs on the Internet. "The Arizona Department of Education of the State of Arizona does not discriminate on the basis of race, religion, color, national origin, sex, disability or age in its programs, activities or in its hiring and employment practices. If you have questions or grievances related to this policy, please contact the Administrative Services DAS at (602) 542-3186."

Arizona's Achievement Profiles capture the performance level of every school.

DEFINITIONS:

Failing to Meet the Academic Standards - needs to meet state performance and state progress goals.

School performance has been designated as Underperforming for three consecutive years and a site review determined that the designation of Failing to Meet the Academic Standards was warranted.

Underperforming - needs to meet state performance and state progress goals.

School receives total scale value placing it in the Underperforming classification. School performance was below the state baseline in 2000/2001 and did not make adequate growth, or the school started above the state baseline and did not make adequate growth during the past three years.

Performing - meets state performance goals, and meets state progress goals.

School receives total scale value placing it in the Performing classification. School performance was at or above the state baseline in 2000/2001 and/or the school made adequate growth during the past three years.

Highly Performing - meets or exceeds state performance and state progress goals and has the requisite percentage of students "Exceeding the Standard" category on AIMS.

School receives total scale value placing it in the Highly Performing classification. School performance was at or above the state baseline in 2000/2001 and/or the school made adequate growth during the past three years. Additionally, the school met the performance threshold required for Highly Performing schools with a certain percentage of their students "Exceeds the Standard" category on the Arizona Instrument to Measure Standards (AIMS) over the past three years.

Excelling - meets or exceeds state performance and state progress goals and has the requisite percentage of students "Exceeding the Standard" category on AIMS.

School performance was at or above the state baseline in 2000/2001 and/or the school made adequate growth during the past three years. Additionally, the school met the performance threshold required for Excelling schools with a certain percentage of their students exceeding the standard on the Arizona Instrument to Measure Standards (AIMS) over the past three years.

Footnotes

1 For an explanation of the Achievement Profiles, please visit our website at www.ade.az.gov/azlearns.

2 Under ARS 15-816, school district governing boards must implement open enrollment programs and establish policies covering admission criteria, application procedures and transportation provisions. For more information, contact the school district office.

3 Arizona's Instrument to Measure Standards (AIMS) includes the reading, writing and mathematics subject areas. AIMS was administered to all students in grades 3, 5, 8, and 10 in the spring of 2000. In the spring of 2001, grades 3, 5, 8, 10 and 11 were tested; students tested in grade 11 consisted of students retaking AIMS who did pass in grade 10 plus any new students. In the spring of 2002, grades 3, 5, 8, 10, 11, and 12 were tested; students tested in grades 11 and 12 were either re-testing or were new. As a result, the number of students tested in grades 11 and 12 is smaller than the number of students tested in grade 10. The proficiency levels include: Falls Far Below (FFB) the standard, Approaches (A) the standard, Meets or Met the standards, and Exceeds. MSS: The Mean Scaled Score (average) on a 200-800 scale. A student must have achieved a scale score of 500 to meet the standard. Scale scores are not comparable among content areas. Migrant, Economically Disadvantaged and Non-Economically Disadvantaged % tested for 2002-03 are not available, however, they will be calculated in the future. The federal law, No Child Left Behind, requires disaggregation in subgroups and ethnicity. NC= Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC. No Data Available is replaced with dashes (--). For more information on testing and Arizona Academic Standards go to www.ade.az.gov/standards

4 Attendance Rate: Percentage of students attending the first 100 days of the academic year.

5 Transfers Out: Percentage of accountable students withdrawing to continue studies in another school or to be taught at home for the 2003-04 school year.

6 Transfers In (Within District): Percentage of accountable students entering school who were previously enrolled in another Arizona public school within the school district during the 2003-04 school year.

7 Transfers In (Out of District): Percentage of accountable students entering school who were previously enrolled in another school district during the 2003-04 school year.

8 Promotion Rate: Percentage of students promoted to the next grade or who met graduation requirements and received a traditional diploma at the end of the 2003-04 school year. Percentage includes students who left school at age 22 or who had completed school and received a non-traditional diploma.

9 Retention Rate: Percentage of students retained at the end of the 2003-04 school year.

10 Dropout Rate: Percentage of students counted as withdrawn due to chronic illness, expulsion or dropping out during the 2003-04 school year, to include activity during the summer of 2003. This rate includes students who were withdrawn after 10 consecutive days of unexcused absences or were coded by the school as "status unknown." The Promotion Rate, Retention Rate and Dropout Rate may not add to 100% due to the inclusion of summer activity in the Dropout Rate but not in the Promotion Rate and Retention Rate.

11 Status Unknown: Percentage of students unaccounted for by any method during the 2003-04 school year. Status unknown students are not necessarily dropouts.

12 Graduation Rate: The graduation rate presented here is a 5 year cohort rate for the class of 2003. For more information on the Graduation Rate Study published by the ADE, please see our website at www.ade.az.gov/grad.

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** If total cost of printing = \$0.00, the school elected to only provide the electronic version of the report card.

** Due to booklet size printing, print copies are produced in multiples of 4.